Updated 12/2016, 2/2019, 1/2021
OLD DOMINION SCHOOL OF NURSING
Essential Technical Standards and Performance Requirements for Admission,
Progression and Graduation
Overview

The goal of the School of Nursing’s programs is to prepare exceptional nurses who
think critically, and

Updated 12/2016, 2/2019, 1/2021
These competing interests and the nature of nursing educational activities may prevent
some prospective students with disabilities and students with disabilities from qualifying
for enrollment or continued enrollment, and may limit access to the academic program
of the School of Nursing.

For this reason, any applicant or student who seeks accommodations prior to or
immediately after enrolling in the nursing programs must also request an assessment
of the types of reasonable accommodations needed for the clinical component of the
program and work with the Office of Educational Accessibility. Old Dominion University
School of Nursing will make appropriate academic adjustments to facilitate enrollment
and participation of qualified individuals with temporary or permanent disabilities.

An individual must be able to independently, with or without reasonable
accommodation, meet the following technical standards of general abilities and those
specifically related to (1) observation; (2) communication; (3) senses; (4) motor; (5)
intellectual-conceptual, integrated and quantitative abilities; and (6) essential
behavioral, interpersonal and social attributes. Individuals seeking admission to
graduate nursing programs

Updated 12/2016, 2/2019, 1/2021
• Gather data from written and electronic reference materials,
oral presentations, demonstrations and observations of a patient
and the patient’s environment.

Communication Competencies

The Technical Standards include the ability to communicate effectively and
sensitively with students, faculty, staff, patients/clients, family and other
professionals.

Examples of communication competencies include, without limitation, the
ability to:

• Communicate clearly and intelligibly in English (or to a patient language
interpreter if the patient and/or family members/significant others do not
speak English) in oral, written and electronic forms in a professional and
sensitive manner with patients and their family members/significant
others, health team members, faculty, and peers of diverse ethnic,
religious, and cultural backgrounds in professional nursing practice
settings as well as in the academic setting.
• Read and write in the English language at a level sufficient to
retrieve information

Updated 12/2016, 2/2019, 1/2021
Senses Competencies

The Technical Standard includes the ability to use the senses of vision, touch,
hearing, and smell so that data received by the senses may be integrated,
analyzed, and synthesized in a consistent and accurate manner.

Examples of this competency include, without limitation, the ability to:

• Hear and interpret people’s communication in a noisy environment and
correctly

Updated 12/2016, 2/2019, 1/2021
equipment and administering basic life support (BLS), and/or the
specialty’s scope of practice as defined by the relevant accrediting
organization, depending upon the nursing student’s respective program.
• Perform motor activities such as walking, lifting patients, bending, flexing,
twisting, kneeling, pulling, stretching, pushing, carrying, reaching, typing,
writing, gripping, squatting, standing and sitting actions repeatedly during
clinical experiences that may last up to twelve hours in duration. Ability to
frequently lift, carry or move objects weighing up

Updated 12/2016, 2/2019, 1/2021

Intellectual-Conceptual, Integrative and Quantitative Competencies

The Technical Standards include the ability to measure, calculate, reason, analyze,
integrate and synthesize in the context of nursing study in connection with the
other identified professional nursing student competencies. Examples of
intellectual-conceptual competencies include, without limitation, the ability to:

• Quickly read and comprehend extensive written material and electronic
data as well as evaluate and apply information and engage in critical
thinking in the classroom, laboratory and clinical setting.
• Rapidly problem solve various situations after considering alternatives;
independently assess and interpret health care data and make decisions
for managing or intervening in the care of a patient to formulate a logical
plan of care. The process of problem-solving involves the abilities to
measure, calculate, reason, analyze, and synthesize objective and
subjective data, and to make decisions, often in a time urgent
environment, that reflect consistent and thoughtful deliberation and sound
clinical judgment.
• Process and understand information, comprehend three-dimensional
relationships, and retain and recall pertinent information in a timely
fashion, demonstrating the ability to establish a plan of care, set
priorities, and make decisions reflecting consistent and thoughtful analysis
of appropriate information.
• Demonstrate the ability to incorporate new information from peers,
faculty, and the nursing and health care literature to formulate sound
judgment in patient assessment, intervention, evaluation, teaching, and
setting short and long term goals.
• Retrieve and critically appraise patient-related research to determine the
best available research evidence (quantitative and qualitative) to use in a
patient’s nursing plan of care to promote positive patient outcomes.
• Accurately follow course syllabi, assignment directions, patient protocols,
and any action plan(s) developed by deans, faculty, administrators, or health
care agency staff.
• Precisely measure, calculate, reason, analyze and synthesize

Updated 12/2016, 2/2019, 1/2021
Essential Behavioral, Interpersonal and Social Competencies

The Technical Standards include the ability to demonstrate behavioral and social
attributes in academic and in on-campus clinical (simulation) and off-campus clinical
settings in alignment with professional nursing student competencies stipulated in the
AACN’s Essentials of Baccalaureate, Master’s and Doctoral Education for Professional
Nursing Practice, National Student Nurses’ Association, Inc.® Code of Ethics: Part II
Code of Academic and Clinical Conduct and Interpretive Statements and or the
American Nurses Association Code of Ethics with Interpretive Statements.

Updated 12/2016, 2/2019, 1/2021
• Demonstrate effective conflict resolution strategies in the University,
the classroom, in on-campus clinical simulation, and off-campus
clinical experiences.
• Correctly assess when a nursing intervention requires additional
assistance and use good judgment in seeking help from the faculty,
preceptor, or appropriate agency health care team members.
• Employ the skills required for full utilization of the student's intellectual